

Department of Public Schools,

COOK COUNTY, ILLINOIS.

FIRST REPORT

OF THE

COOK COUNTY SCHOOLS,

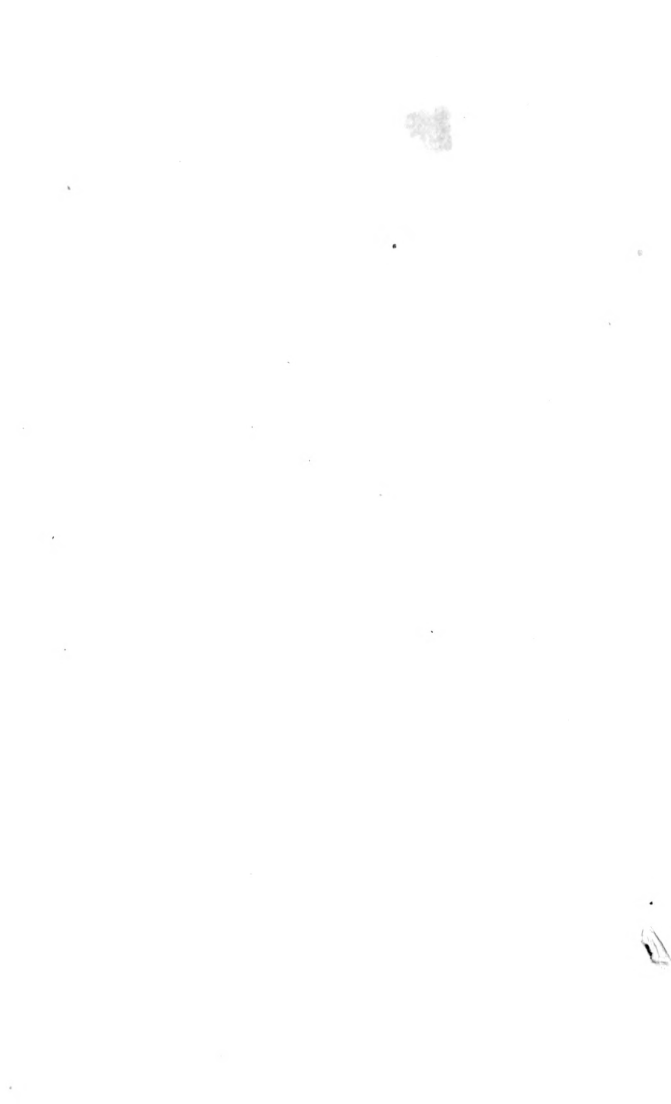
BY THE

SCHOOL COMMISSIONER.

CHICAGO:

TRIBUNE BOOK AND JOB STEAM PRINTING OFFICE, NO. 51 CLARK STREET.

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COOK COUNTY, STATE OF ILLINOIS.

On motion of FERNANDO JONES, Esq., the Cook County Board of Supervisors, at their regular session in September, 1862, passed a resolution, authorizing the Committee on Education to publish three thousand copies of the School Commissioner's Report, for distribution in the county.

In pursuance of said resolution, the Committee on Education of the Board of Supervisors of Cook County, take great pleasure in publishing and recommending to the school directors and teachers of the county the following Report of our able and efficient School Commissioner. The directions and suggestions set forth in the Report in regard to teaching, are of very great utility to our schools, and admirably adapted to the wants of directors and teachers; and we most earnestly recommend the importance of enforcing them with as much rigor as possible. In visiting schools in various parts of the county, we were very forcibly impressed with the necessity of some specific rules and directions to teachers in regard to the most efficient modes of teaching and conducting schools. This Report, we think, in a large measure supplies this want. The importance of a thorough and well-directed system of teaching, so carefully considered in this Report, cannot be too highly appreciated, and will recommend itself to every friend of Education.

PAUL CORNELL,	} <i>Com. on Education.</i>
H. Z. CULVER,	
O. H. ALGER,	
R. J. EDBROOKE,	
THOS. C. MORGAN,	

DECEMBER, 1862.

INTRODUCTORY.

It is not my purpose, in this Report, to present elaborate theories or lengthy philosophical discussions, but merely to give a few practical hints to teachers and school officers. In my official connection with the schools of the county for the last three years, I have observed some hindrances to good teaching, and what I conceive to be errors in modes of conducting schools. It will be my aim to correct some of these. This Report will therefore necessarily consist mostly of suggestions, which I have tried to make plain, brief, and pointed.

For the convenience of reference and use, I have divided it into topics.

At the close is added a carefully prepared statistical table of the schools of the county.

J. F. E.

REPORT.

OPENING OF SCHOOL.

Before the school is opened in the morning, the house should be in a clean and comfortable condition. It should be swept every evening after school, and well dusted and aired the next morning, and in the winter season warmed, before the arrival of the pupils; so that when they come, they may find a warm reception room, filled with sweet pure air. This is the more necessary, as children, when they arrive at school, are generally more or less heated by the walk, or run, to school, and to enter and remain at rest in that condition in a cold room, filled with a chilly, dusty atmosphere, is almost certain to produce colds and sickness. The first, and perhaps greatest, care of the teacher and directors, should be the health and comfort of the pupils, as no pupils can study to advantage, unless they are comfortable and well.

PUNCTUALITY OF TEACHERS.

Teachers should observe the strictest punctuality in every duty;—this will inspire the same spirit in the minds of the pupils. They should never fail to be present in the morning at least ten minutes before the opening of the school; and, in the winter season, the house should be warm and comfortable for the reception of pupils, thirty minutes before school hours. I wish

to direct particular attention to this item, as, in my last winter's visitations, I very frequently found, at 9 o'clock in the morning, a cold school house filled with shivering boys and girls!—sometimes with a teacher present, and sometimes without a teacher. Such tardiness and neglect on the part of the teacher is inexcusable, and is the cause of a great deal of suffering and loss of time to the children.

PUNCTUAL ATTENDANCE OF PUPILS.

Teachers, directors, and parents should make a united effort to secure the punctual attendance of pupils. It is utterly impossible to have the necessary system in a school, and teach it with success, unless the pupils are regular and punctual in their attendance. If the importance of punctuality and regularity to the success of a school, were properly considered and understood by parents and school officers, much of this evil would at once be removed; for it is more frequently a matter of neglect than of necessity. In view of this, the teacher may do much to remedy this evil by explaining the matter fully to parents and directors.

COMFORT OF THE PUPILS.

After teacher and pupils are present, and ready for the opening of the school, the first thing that should take the attention of the teacher, should be the *comfort* of his pupils. If the seats are too high, or too far from the desk, as is the case in many houses, he should notice it at once, and take the earliest possible opportunity to have them fitted to their ease and convenience. So, also, he should mark the temperature and ventilation of the house, and every other smallest item that can affect the comfort and pleasure of the pupils. This,

besides putting everything in the best possible working condition, has a very beneficial effect upon the minds of the pupils. They at once recognize his efforts in their behalf, and learn to respect and love him, and are placed in a proper frame of mind to receive his instruction; and pupils *must* respect a teacher before they can be benefited by his instruction.

PROGRAMME.

Every teacher should carefully prepare a programme of recitations and exercises, and have it posted in the school room. This he should follow with promptness and punctuality. It will inspire promptness in the pupils, and materially facilitate the progress of the school. No school can be successful without a good system well followed out.

WANT OF BOOKS.

In many schools a serious drawback is experienced from the want of a necessary supply of books. It is not unfrequently the case that two—and sometimes even three—pupils study from the same book. It would be just about as sensible and economical for two day laborers to work with the same shovel. It is not possible, in the nature of things, for two boys—with boyish feelings and dispositions—to study in the same book, without a serious disadvantage to both. It also serves as a source of disturbance to the rest of the school, and cripples its best progress.

It is the poorest kind of economy to save twenty-five cents in books, and lose twenty-five dollars in the time of the pupil, and perhaps even many times that amount in his disposition and character.

The teacher can do much to remedy this by a judi-

cious explanation to the parents; and the directors have the power to say what books shall be used in school, and to adopt regulations prohibiting the attendance of children who are not supplied with the right kind of books. They also have power to appropriate money for the purchase of books for the district, if, in their judgment, such a course would be for the best interests of the school. Where parents are really too poor to buy books for their children, I would recommend directors to furnish them.

CLASSIFICATION.

There is no one thing that requires more judgment and skill on the part of the teacher than the proper classification of his school. A school *must* be well classified, or it cannot be taught with success; and this must be done in such a way, and with such penetrating discrimination and skill, that all the pupils fall respectively into the ranks and classes for which they are fitted and qualified. If they are too far advanced for their class, a barrier is laid upon their progress; while, if they are not equal to it, they become discouraged.

In almost every school in the county, I have found pupils studying in books too far advanced for them—books they could neither comprehend nor be benefited by. To permit them to continue to do so, is to outrage their best interests; for not only do they fail to make the improvement they would in books and studies suited to them, but it is a great injury to their minds to permit them to run *over* their lessons without going *through* them, and thoroughly understanding them. It cultivates in them a listless, neglectful manner, which is ever after a serious detriment to their success in life. Many who read in the Third, and even in the Fourth

Reader, should be in the Second. With the following test, teachers will have no difficulty in assigning pupils to their proper Readers: If, after they have studied their lessons, they can read them intelligently, and then, without the book, give an abstract of their meaning, and spell and define all the words to the satisfaction of the teacher,—then, and not till then, are they qualified for that grade of reading. In no cases should pupils be allowed to pass over their lessons without understanding them thoroughly.

Teachers complain seriously that parents are not satisfied unless their children are placed in advanced Readers. I know that there is some cause for this complaint, and that many parents labor under the delusion that their children will not advance much unless they read in advanced books. But the very opposite of this is true; and if parents could but be led to understand it, they would be more than willing to have their children read in books for which they are qualified, and by which they can be benefited.

RECITATIONS.

To become able to conduct a recitation well, is a great achievement. But few teachers possess the happy faculty to arouse the most active thoughts of a class, and at the same time concentrate their minds fully upon the topic or lesson under discussion. The children must be interested in their lesson, or the recitation will not benefit them; and the more keenly active their minds are, the more lasting will be the impressions gained. Every pupil should be on the alert for every question as quick as it comes from the lips of the teacher. A stupid, listless recitation is equal to—or even worse than—no recitation at all.

The question should be asked before the pupil to answer is designated, and then all prepared to answer should raise a hand. The teacher may then designate the pupil to answer, thus compelling each pupil to give attention to every question, as any one is liable to be called on to answer it. This keeps the mind active and the interest alive. It also gives the teacher an opportunity of knowing who have and who have not studied their lessons. The effect is the same as though each pupil answered every question.

During recitation the teacher should never attend to any other business. It requires the whole time and attention of any teacher to conduct a recitation well. In some schools the pupils not reciting seem to take particular pleasure in annoying the teacher with questions during a recitation. This should not be permitted.

Pupils should ordinarily stand while reciting.

DISTINCTNESS OF UTTERANCE.

It is one of the first duties of the teacher to teach his pupils how to talk, that is, how to utter words so as to be easily and distinctly understood, provided they have not learned this before they enter school; and I find that very many have not. Bashfulness causes some to speak the words with so little voice as to be understood with great difficulty. With some this weak mode of speaking is only a habit, while others again have more or less real impediment in their speech. This last it takes time and thorough drill to overcome. But whatever lies in the way of distinctness of utterance, the teacher must set himself about it with a will, and never rest satisfied until he has removed it. If it is only bashfulness or habit, a little ingenuity of

the teacher will soon bring out a full clear voice. If the hinderance to perfect speech is a more serious one, he must do the best he can to improve the pupil. Almost any impediment may be nearly if not entirely overcome by persistent effort. In no case should a teacher accept an answer from a pupil unless it is clearly and distinctly spoken, if the pupil has the power to do so.

ELEMENTARY SOUNDS.

In our language there are, according to our common standards, forty-three simple or elementary sounds. Of these elemental sounds our entire language is formed. Every word is simply a combination of these sounds. Any person, therefore, who can learn to make these sounds—and almost any one can—can also learn to combine them in the utterance of words. The reason that foreigners do not speak our language well, is because they do not first learn the elements of which it is composed. There are sounds in the English language, for instance, that are not in the German; and, as a natural consequence, the Germans at first experience a difficulty in pronouncing words in which these sounds occur; but if they would first learn the sounds, separate and apart from any words, they would then soon learn to combine them in the perfect pronunciation of words. If properly taught, foreigners can ordinarily learn to speak our language as well as native-born citizens.

In view of this, and the fact that many of the children of this county are foreigners, it becomes doubly necessary that these elementary sounds should be carefully taught in our schools. As soon as the letters are learned, should their sounds also be learned. In some of our best model schools the sounds of letters are

taught even before their names. This is the case in the model school connected with our State Normal University. I can tell, in nine cases out of ten, by hearing a teacher read, whether he has or has not studied these sounds. If he has, his pronunciation is clear and sharp cut. Every word is spoken with a full and articulate utterance. If he has not, every sound in every word is not clearly spoken, thus rendering it more or less difficult to understand him, and detracting largely from the beauty of his reading. No person should attempt to teach an English school, who is not thoroughly master of all the elementary sounds of our language, and able to analyze every word into its simplest elements of sound.

SPELLING.

Spelling, as much as any other branch of study, should be taught with care in our common schools. Nothing so much disfigures and mars the beauty of a written page, as poor orthography.

In spelling without the book, the words should be pronounced by the pupils before they are spelled; then the teacher may know whether he has been correctly understood. Pupils should be allowed but one trial in the spelling of words. When words are misspelled, it is well to have them spelled a second time by the persons having missed them, either before the close of the recitation, or in the next following recitation.

After pupils are sufficiently advanced, their spelling lessons should be written. For this purpose I would recommend writing-spellers; if these cannot be had, the exercises may be written on a slate, or on paper. This may be done in the following manner: Let each pupil take a slate, and as the teacher pronounces the words,

write them down. Then let the pupils exchange slates, and, as the teacher spells the words correctly from the book, let each pupil erase the words from the slate in his possession, if correctly spelled, leaving the misspelled ones for the writer to correct. All the spelling we do in practical life is by writing ; in speaking we do not spell the words.

MENTAL ARITHMETIC.

Of all the branches taught in our common schools, there is none equal to Mental Arithmetic for the discipline of the mind. Every pupil in school should study it. Even though the child is so small that he does not yet know all of his letters, still he may begin to count, add, subtract and divide. This tends to strengthen his mind, teach him abstractions, and prepare him for higher studies.

In studying Mental Arithmetic, the pupils should be required first to enunciate the problem, as stated by the teacher. This should be done, in all simple problems at least, without the book. Then the pupil should be required to go through with the analysis in a logical, systematic manner, giving the reasoning of every step. This will at the same time teach him system, logic and arithmetic.

MOVEMENTS THROUGH THE HOUSE SHOULD BE ORDERLY.

When pupils take their places in the class, or return to their seats, they should go singly, and with a light step, to avoid all unnecessary confusion and noise. In some schools a great uproar is occasioned when pupils take their places in the class, or return from it; as also at the dismissal of the school. All this can and should be avoided, as it is unnecessary, annoying to the rest

of the school, and fosters a bad spirit in the pupils. Everything should be done with system and care, and in perfect order. All useless running about through the house should be prohibited.

In some schools, when the hour of dismissal approaches, half or more of the pupils begin to gather up their hats and cloaks, so as to be ready to go with a rush when the word of dismissal is spoken! All this is supremely ridiculous, and should not be tolerated. Everything should be done precisely at the proper time, and in the proper manner.

GENERAL EXERCISES.

There are a number of things, not directly connected with any of the branches taught, that it is important the entire school should know. These, as well as some things in the regular studies, may be advantageously taught by general exercises, in which the whole school should engage. Among the topics suitable for general exercises, may be enumerated, the elementary sounds, punctuation marks, some matters in geography and history; such as, the manner in which all our officers are elected, from the President down to a constable; how, and for what purposes, our country is divided into States, counties, townships, districts, &c.; how our laws are made, and on what subjects it is competent for the States to legislate, and on what for the United States; also, some matters in the mineral, vegetable and animal kingdoms; together with many other things that may be selected at the discretion of the teacher. These exercises relieve the tedium of the school room, and afford much necessary and useful instruction, that would not otherwise be obtained. They should always be

short, and full of life and animation, and the teacher should see that every pupil gives them the strictest attention. If this is done, they prove a most fruitful source both of discipline and instruction.

Singing and physical exercises should be had in every school each day. If the teacher cannot sing, there are always some pupils that can lead. In all of these exercises the pupils should assume an erect, attentive position, and all should engage in them with energy and spirit.

ESSAYS AND DECLAMATIONS.

All the pupils who can read, should commit short and simple speeches, dialogues, &c., and speak them at least once every two weeks.

All who have commenced the study of grammar, and even some who have not, should also be taught to write letters and essays on simple subjects. It is generally best for the teacher to select the subjects.

This will do much to prepare them for practical life.

GOVERNMENT.

The government of a school should be mild but firm. Pupils should feel that it is *right* to comply with all the regulations of the school room, and the requirements of the teacher; but they should at the same time feel that it is *necessary* to do so, and that a teacher's rightful authority must be respected. A teacher should treat his pupils with uniform kindness, thus impressing them with his desire for their welfare; but he should also be strict and severe, if necessary to the perfect discipline of the school, or the reformation of the scholars. Punishments should be used sparingly, but when resorted to should be used with effect, and with a view to the

reformation of the party punished, and the prevention of future misdemeanors. A little ingenuity on the part of the teacher, will, in many cases, avoid punishment. If a teacher does not require too much of his scholars, and manages always to keep them employed in study, or legitimate and permitted amusements and play, they will have no time and the less inclination for mischief or gross conduct.

There are also some exercises that may be introduced as valuable aids to the discipline of a school. Among these I would mention physical and other general exercises, in which all the pupils are required to take active part. By means of these, order may sometimes be brought out of disorder very quickly. It is a very easy matter to govern some schools, but it requires a firm purpose and a clear head to manage others well. The teacher often has much to perplex him, and parents and directors should be considerate and render him every possible assistance. In all cases a mutual effort should be made to prevent any misunderstanding between teacher and parents. Both laboring for the same object—the good of the pupil—they should certainly harmonize. In all cases where the pupil is incorrigibly bad, a conference should be sought with the parents before extreme measures are resorted to.

PHYSICAL EXERCISES.

Some system of physical exercises should be introduced into all the schools. These exercises drive away stupidity and listlessness, start the blood, and bring health and activity to all the organs of the system. While these exercises are being taken, the windows should be thrown open and the room bountifully sup-

plied with fresh air. At the close of the exercises, the windows should again be closed to prevent the children from taking cold. Every pupil should take part in these exercises, and, to be useful, they must be entered into with a great degree of energy and vigor. The children uniformly take great delight in them, when properly practiced, and they serve as a stimulus to the school. They should not be continued long at a time.

SINGING.

It is not to be expected that every teacher is qualified to teach music. Almost every teacher, however, can sing more or less. All who *can* sing, should sing daily with their pupils, and teach them appropriate songs and melodies. Those who cannot sing themselves, should try to have their pupils sing. There are almost always some in school who can lead. Singing is at once a relaxation from study, and a pleasure. It cultivates the nobler feelings of the heart, and its importance in a school cannot well be over-estimated. The singing exercises should always be short and lively.

In this connection, I deem it a favor to teachers to call their attention to a new music book, the "SILVER LUTE," by GEO. F. ROOT, of this city. This book, in my estimation, is better adapted to the wants of the school room than any other book that has yet been published. It is published by ROOT & GADY, at 95 Clark street, Chicago. Price 35 cents per single copy, and \$3.00 per dozen.

SLATE AND PENCIL.

Every child in the school room, that is too small to study, except during recitation, should be provided with a slate and pencil with which to busy and amuse

himself between the hours of recitation. With these he can learn to draw and print letters, and they will serve to keep him pleasantly and usefully employed, and out of mischief. With them, early instruction, which is usually so slow and burdensome to children, may be much facilitated, and made comparatively easy and pleasant. A slate and pencil will cost but a few cents, and they are quite as important and necessary as books.

TEXT BOOKS.

It would be highly desirable to have a uniformity of text books in the county ; but I am convinced that such a thing is not practicable at present. Parents are always averse to buying new books for their children, and perhaps more so at present than at any former time.

The different kinds of books used in the county are so nearly of equal merit, that I would not, as a general thing, recommend any changes. It is, however, indispensable to good teaching, to have a uniformity in the same school. School directors have authority in this matter, and they should give it attention.

OBJECT LESSONS.

The subject of Object Lessons has lately received much attention from educators. There is, perhaps, no other part of common school instruction that is at present so much studied, and so frequently brought under discussion. But I cannot occupy the room here to discuss this subject, or point out anything like a system to be followed by teachers. At future sessions of the County Teachers' Institute, it will receive more attention, and to them I would refer our teachers. Let it suffice to say that it has been introduced into many of

our best schools, and always, where it has not been abused, with the most gratifying results.

The *object* of Object Lessons is, in the first place, to start and cultivate the observing and reasoning faculties; and, in the second place, to teach the properties, origin, uses and relations of common things. They should be so conducted as to teach systematic modes of thought, the best use of words, and yield the largest amount of practical and useful information. General and diffusive discussions are of but little value, if not, indeed, an injury to pupils, tending only to dissipate their thoughts and bewilder their minds. Abstruse and technical discussions are equally inappropriate and out of place in a common school. Common objects and topics should be selected, and they should be discussed in a natural and systematic order, the teacher aiming to draw as many answers as possible from the pupils. This will drive them to their resources, and bring the various faculties of the mind into healthy action. The more intense the interest created in an object lesson, the greater the benefit resulting from it. The eager and excited mind grasps a new idea or truth with vigor, and long retains its hold, while the moderate mind seizes it moderately, and as easily lets it pass from it. All lessons of every kind should be strongly impressed upon the mind, and presented in a systematic manner, that they may be retained.

The teacher should make these lessons short and spicy, and always prepare himself beforehand, not only with the matter to be presented, but also with the *manner* of presenting it. I would recommend that *object* and *topic* lessons be introduced into all the schools of the county. They may be used as one of the general

exercises referred to elsewhere in this Report, or, perhaps more properly, as class exercises, as the pupils reciting on the same topic at the same time should have as near as may be the same amount of mental discipline and general information.

For further information on this subject, I would refer teachers to the following late works: OBJECT LESSONS, by A. S. Welch, Principal of the Michigan State Normal School; GRADED SCHOOLS, by W. H. Wells, Superintendent of the Chicago Schools; A MANUAL OF INSTRUCTION IN OBJECT LESSONS, by M. Willson; and OBJECT LESSONS, by N. A. Calkins. The price of the first mentioned is 60 cents; of the second, 75 cents; and of each of the others, \$1.25.

NEAR-SIGHTEDNESS.

It is a very common thing for children—especially if they are bashful—to hold their books close up to their eyes. This soon becomes a habit, and has a tendency to injure their eyes and make them near-sighted. In reciting, pupils should always stand erect, and hold their books at a proper distance.

PRIMARY CHARTS.

The value of primary charts in a school is not generally understood by directors. Teachers should, therefore, try to explain to directors the importance of having them in school. It is not possible to teach a primary school to the greatest advantage without them. Their expense is very small compared with their benefits. These charts vary in price from two dollars, for Sanders', to nine dollars, for Willson's, which latter are colored, and are by far the best and most complete set published.

INK-WELLS.

It is a very common thing to see the desks of a school house bespotted and blacked with ink. With such ink-stands as are commonly used, it would hardly be possible for even men to avoid spilling it occasionally. To prevent this, I would recommend directors to procure ink-wells for the house. The expense will be but trifling. The ink may also be bought by the pint or quart at very much reduced rates.

SCHOOL APPARATUS.

It is desirable that every school should be supplied with the right kind of school apparatus. It is of incalculable aid to the teacher, and saves money to the district. It is, however, a matter to be regretted, that the directors in some districts have purchased from fifty to seventy-five dollars' worth of apparatus, the most expensive of which is nearly useless in a primary district school. The kind of apparatus suited to a *primary* school, is that which serves to illustrate the *primary branches*.

If directors will hereafter advise with me, before purchasing, I will endeavor to assist them in the selection of such as will be adapted to the wants of their school.

SINGLE DESKS AND SEATS.

There has been much improvement in the school furniture of the county within the last few years. Many of the rough, old and ill-formed seats and desks, have been replaced by neat, new ones, which are at once convenient, and fitted to the ease and comfort of the pupils. This is an improvement that is always hailed with delight by the children.

I would call the attention of directors to the fact that it is highly desirable to have a school house furnished with *single* seats and desks. When each pupil sits alone, he is free from the annoyance of his schoolmates, and has a much better opportunity to study, with much less temptation to communicate, than when he is on the same seat with another pupil.

When directors have occasion to get new furniture, they should not fail to get single seats and desks. They will cost but very little more than double ones, and it will be a saving to the district, in the end.

There are two houses in this city that sell the improved school furniture. GEO. SHERWOOD, at 118 Lake street, sells Chase's Buffalo furniture; and MILLER & WENTWORTH manufacture and sell, at the corner of West Washington and Canal streets.

SCHOOL ARCHITECTURE.

There has been much money wasted, in Cook county, on poorly planned and arranged school houses. I have not room for remarks on this subject, further than to say to districts wishing to build, that if they will apply to me, I will gladly assist them in procuring the best and most improved plans for the particular size and style of house required by their district.

VENTILATION.

The importance of an abundant supply of fresh air cannot be over-estimated. Much of the sleepiness and stupidity that prevail in many schools, is the direct result of bad air. The air is the life-giving element to the brain, as well as to the rest of the body, and no part of the system can act with vigor unless the lungs have a good supply of fresh air. I cannot here discuss this

subject at length, but will only add, that good air is absolutely indispensable to clear thinking and good studying.

But while pupils should always have an abundant supply of fresh air, they should never be allowed to sit in a draught, as this may cause them to take colds. All sudden changes of temperature should be carefully guarded against, as injurious to the health of the children.

Every school room should be provided with a thermometer. It will cost but a trifle, and will always indicate the exact temperature of the room. The teacher's body is a poor thermometer. He may be differently constituted from the children, and occupying a different position in the house, may feel warm when they are cold. The temperature of a school room should be kept between 62 and 68 degrees.

CARE OF FURNITURE, BOOKS, AND APPARATUS.

The teacher should see that the furniture, maps, charts and apparatus, are kept in good order. Everything should have its place, and after use be again returned to its place. There is much waste and useless destruction of apparatus in some schools. Such neglect is inexcusable.

The teacher should also have a care for the books of the pupils. Before recess and the dismissal of school, they should be carefully laid aside. Pupils should be taught that it is important and manly to keep them in a neat and clean condition.

ADORNMENTS.

The school house should be made as much like a home as possible. The children should love it. Their fond-

est thoughts should cluster about it. But it would be an insult to humanity, to suppose children capable of loving some such houses as we sometimes find. They are devoid of everything attractive. Not a tree or flower dares to grow in sight of them, and in some cases they are not even surrounded by a fence.

All this *can* and *should* be remedied. In the first place, a neat and substantial fence should enclose the house. Then the yard should be planted with trees, shrubbery and flowers. This can be done, if necessary, by the teacher and pupils, and with little or no expense. It will afford them pleasant recreation, and at the same time cultivate in them a spirit of industry and taste. They will also be doing some good for the future. It will be a source of great satisfaction to them in after years, to look upon the trees their own hands have planted. Whenever I find a house ornamented with shrubbery, arbors and flowers, I know that the school within is a happy one, and that neatness and order reign there.

In some districts, the schools have held exhibitions, charging a small admittance fee, which was afterwards expended in the purchase of pictures and charts with which to adorn the walls. All this is praiseworthy, and has more to do with the right education of children than might at first be supposed.

I hope to see the time when every school house in Cook county shall be worthy of the name, and a fit place for the rearing up of boys and girls into the purest and strongest man and womanhood.

CARICATURES.

The blackboards, walls, out-houses, fences, &c., should be kept free from unseemly drawings and caricatures. A little vigilance on the part of the teacher, in most cases will accomplish this. The pupils should be taught to feel that it is despicable and far below a noble and honorable boy, ever to indulge in obscene writing or low caricatures. It is refreshing to see a school house with all its parts and surroundings in neat and perfect order, and unmarred by any villainous pencil or unruly jack-knife.

DISTRICT SCHOOL LIBRARIES.

About one-half of the districts in the county have purchased school libraries. In these libraries there are many excellent and readable books, and it is a matter of regret, that, in quite a number of districts, they are used but little if any. Teachers and others should interest themselves in this matter, and endeavor to have them circulated and read.

Every school district should have a well-selected library of books for general circulation. Such books should be of the choicest kinds, and selected with special reference to the wants of the young. They should be interesting, that they may create an early taste for reading; they should convey intelligence and instruction, that they may benefit; and they should give correct views of life, that the young may not be misled by them, or gain distorted views of the world; and finally, they should be written in a chaste and excellent style, that the young may learn style from them.

The amount of good that such a library as is here indicated will accomplish in a neighborhood, is very great.

UNIFORMITY OF SYSTEM IN EACH TOWN, AND IN THE COUNTY.

If the directors of each town could meet and adopt a uniform system for their town, it would result in much good to the schools. The increased interest created by such meetings, and the mutual interchange of opinions, would lead to a higher standard of common school education. The township trustees and teachers could be present on such occasions, and aid in the development of a system. A uniformity, not only in each township, but in the whole county, is highly desirable, and to that end I shall direct earnest efforts.

TEACHERS' INSTITUTES.

Six Teachers' Institutes have been held in Cook county since I was first elected School Commissioner. These Institutes have usually been well attended, and have resulted in much good to the schools of the county. The teachers who attend them are uniformly better, other things being equal, than those who do not. The object of Institutes is to *improve teachers*, and it is presumptive evidence against a teacher's spirit, if he does not avail himself of this and every other means of improvement that is offered. The business of teaching is very responsible and exalted, and he is unfit to hold the position of instructor of the young, who is not willing to make every possible effort to fit himself for his labors and responsibilities.

I would recommend directors to discriminate, in the employment of teachers, in favor of those who attend the County Institute; and I would here most earnestly request all teachers of the county to be present at its future sessions, and share its benefits and interests.

The following gentlemen have lectured before the

Institute: Hon. J. L. Pickard, State Superintendent of the Schools of Wisconsin; Hon. J. M. Gregory, State Superintendent of the Schools of Michigan; Hon. W. H. Wells, Superintendent of the Chicago Schools; D. S. Wentworth, Principal of the Scammon School, Chicago; W. Woodard, Principal of the Jones School, Chicago; S. M. Wilson, Esq.; Rev. Z. M. Humphrey; Rev. W. McKaig; H. L. Thomas, Esq.; Rev. Otis Skinner, D.D.; Mr. Raymond; Rev. J. H. Tuttle; Prof. Joseph Haven, Author of Haven's Intellectual Philosophy, &c.; Rev. W. W. Everts; Rev. J. C. Burroughs, D.D., President Chicago University; Rodney Welch, Esq.; Rev. Wm. H. Ryder; S. A. Briggs, Editor "Illinois Teacher"; P. Atkinson, Principal of the Blue Island Public School; Isaac Stone, Jr., Principal of the Kenosha High School; Prof. A. S. Welch, Principal of the Michigan State Normal School; Rev. Chas. Fowler; Perkins Bass, Esq.; Alexander Kerr, School Commissioner of Winnebago county; John A. Jameson, Esq.; O. W. Herrick, Principal of the Harlem Public School; and the School Commissioner. Hon. Newton Bateman, State Superintendent of Public Instruction, also visited the county twice for the purpose of addressing the Institute, but was unfortunately each time prevented from doing so, by circumstances over which he had no control.

BOARD OF SUPERVISORS.

It is a matter of congratulation with the friends of education, that the County Board of Supervisors have assumed a direct interest in the schools of the county. Within the last year they have authorized the publication of this Report, appointed a standing Committee on

Education, and added sufficient to the salary of the School Commissioner to justify him in spending all of his time in visiting schools, and attending to the other duties of his office.

COMMITTEE ON EDUCATION.

The following gentlemen composed the first Committee on Education formed by the Board of Supervisors of this county: PAUL CORNELL, Esq., of Hyde Park; A. H. DOLTON, Esq., of Thornton; WM. E. GINTHER, Esq., of Proviso; ROBT. J. EDBROOKE, Esq., of Jefferson; and SAML. WHITE, Esq., of Lyons. Much credit is due to this Committee, and especially to its Chairman, Mr. Cornell, for many days of gratuitous labor in behalf of the schools. It has been, decidedly, a *working* Committee.

The present Committee is composed of the following gentlemen: PAUL CORNELL, Esq., of Hyde Park; H. Z. CULVER, Esq., of West Chicago; O. H. ALGER, Esq., of Maine; R. J. EDBROOKE, Esq., of Jefferson; and THOS. C. MORGAN, Esq., of Calumet.

SPECIAL TO TEACHERS.

Teachers, this Report has been prepared mainly for your benefit. It is expected that you will adopt the plans and regulations suggested in it, or others of your own that are equally as good. The excellency of our schools depends more upon you than any one else. Endeavor to comprehend your responsibilities, and prove yourselves equal to the position you hold. Study the interest of your pupils, and always be active in duty. Let not a day pass without some improvement. Do not neglect special preparation for recitations, and labor for the concentration of the

greatest possible degree of interest in your schools. Read good educational books and periodicals, and confer freely with directors and parents in reference to the welfare of the school and the interests of their children. Induce them, if possible, to visit you frequently and witness your operations; and let your actions convince them of your desire to benefit their children.

SPECIAL TO DIRECTORS.

Directors, *you* should make it a pleasure, as well as feel it a duty, to visit your school frequently; to see that the house is comfortable, and supplied with all that is necessary to good teaching; to witness the manner in which your school is conducted and taught; to consult and advise freely with your teachers; and especially to encourage and assist them. Good teachers are often distrustful of themselves, and become discouraged, and actually fail, for want of that sympathy, co-operation and encouragement which it is the duty of directors and parents to extend. It is to the mutual interest of all parties that the schools be successful, and all interested should be more than willing to contribute their portion to its success.

WILL ADDRESS THE PEOPLE.

When it is desired, I will address the people in any part of the county on the subject of Education. On such occasions it will be my aim to present matters of practical importance to the people of the place where I speak. It is my desire to co-operate and advise with school officers and teachers, in all parts of the county, in regard to matters pertaining to the improvement of our schools; and I cordially invite them to address me, asking questions, and making such suggestions as may from time to time occur to them.

OFFICE DAYS.

It is now generally known in the county that I may be found at my office, at 117 South Clark street, every Saturday. Persons desiring to be examined should call as early as 9 o'clock, A. M., if possible.

QUALIFICATIONS OF PRIMARY TEACHERS.

I am often beset with persons requesting a *third grade certificate* for some special district; at the same time setting forth that the "scholars are all small, and very backward, and they know they can teach them in that district."

It is my honest conviction that it requires better qualifications to teach a primary school well, than it does to teach a more advanced school; and, had I the employment of teachers, if I should make any difference in salaries, it would be in favor of primary teachers. Any one having learned to read and spell, may *hear* others read and spell, and "*keep school*," but that in itself comes far short of what is understood by TEACHING at the present day.

It would be better for directors to continue school a less number of months, and have good teachers. Three months' good teaching is of more benefit to a child, than for it to attend a school ten months that is simply "kept," and in which the pupils only read, write and cipher, without being properly TAUGHT.

CERTIFICATES.

Elsewhere I publish the number and grades of certificates issued in one year. It is my object to make first-grade certificates mean first-grade teachers. Many holders of the second-grade certificates are also good teachers, in the common acceptation of the term, but

deficient in some qualifications. Holders of the third-grade certificates are seldom *good* teachers—though even that is not impossible, as they *may* be well qualified in the primary branches, and yet not sufficiently advanced to procure more than a third-grade certificate. It is, however, generally the case, that they are also deficient in their general knowledge of teaching.

It has been my unpleasant duty to refuse certificates to about one hundred applicants; also, in a few instances, to revoke certificates.

THE "ILLINOIS TEACHER."

The "Illinois Teacher" is an educational journal, published expressly for teachers. It is a neat monthly periodical of forty pages, now entering upon its ninth volume. It is conducted with marked ability. Every teacher in the county should be a subscriber to it. In addition to the instruction and educational news it furnishes, each number contains the latest decisions of the State Superintendent, thus rendering it valuable to school officers. Boards of directors and trustees are authorized to subscribe for it for official use. Its general circulation will do much good.

ALEXANDER M. GOW, Superintendent of the Rock Island Schools, is the principal editor, and SAMUEL A. BRIGGS, Principal of the Mosely School of this city, is associate and mathematical editor. It is published by N. C. NASON, Peoria, Ill. Price, \$1.00 per annum.

VARIOUS ITEMS.

In one year, from October 1st, 1861, to October 1st, 1862, I granted 215 certificates. Of these, 87 were to males, as follows: 30 of the First Grade, 46 of the Second Grade, and 11 of the Third Grade. One hundred and twenty-eight were to females; of which, 17

were of the First Grade, 79 of the Second Grade, and 32 of the Third Grade.

The number of teachers (Principals of schools) who, in the past year, have taught the same school less than one year, is 239; the number in the county who have taught the same school more than one year, but less than two, is 49; the number who have taught the same school more than two years, but less than three, is 10; and the number who have taught the same school more than three years, is 19. The longest time any teacher in the county has taught the same school, is 9 years.

During the past year I have spent nearly 200 days in visiting and superintending the schools of the county, aside from the other business of the office. In that time I have visited all the schools in the county once, save a few not in session at the time of visitation. A large part of the schools were also visited the second time, and some the third. It is my intention to visit all the schools in the county at least once each year.

The following table of statistics, which has been prepared with much labor and care, it is hoped the reader will not pass over lightly. Much that is valuable may be learned from its facts and logic.

There are still many other items that I would like to refer to in this Report, but it has already been extended beyond the assigned limits.

With the sincere hope that it may accomplish some good, and benefit the schools of the county, I submit it respectfully to the school officers, teachers, and friends of education in the county.

JOHN F. EBERHART,

School Commissioner.

NAME OR NO. OF TOWN.

20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
No. of acres of school lands sold during the year.	No. of acres of school land remaining unsold.	No. of districts having an outstanding debt.	No. of districts having a surplus in treasury.	No. of districts whose records are kept according to law.	Amount of outstanding district debts.	Amount of surplus in treasury belonging to districts.	Highest monthly wages paid to male teachers.	Highest monthly wages paid to female teachers.	Lowest monthly wages paid to male teachers.	Lowest monthly wages paid to female teachers.	Average monthly wages paid to male teachers.	Average monthly wages paid to female teachers.	Principal of the township fund.	Whole estimated cost of school houses built during the year.	Amount of interest of township fund paid in to the treasury.	Amount of State and Co. fund received by treasurer.	Amount received from special district taxes.
Town. Range...																	
35	40	4	2	4	92	62	25	24	22	15	23	20	8000	200	800	601	72
35	14	...	3	...	92	41	80	18	26	17	29	18	2502	200	250	598	872
35	220	...	5	...	...	152	20	...	...	...	...	...	200	...	90	148	...
36	160	...	2	...	24	287	26	24	14	7	21	15	1716	...	199	563	442
36	...	...	6	...	100	265	35	20	15	...	30	17	4636	...	458	638	144
36	...	3	1	...	116	19	30	15	12	15	23	15	2221	...	179	618	285
36	...	...	1	...	...	47	21	18	20	16	21	17	1560	...	56	133	...
36	...	...	2	...	215	84	40	18	22	18	31	18	3202	...	237	427	446
37	...	1	...	...	...	247	30	21	14	7	25	13	2988	...	371	565	542
37	...	2	...	...	48	417	54	22	25	16	38	19	5429	...	401	581	90
37	...	...	4	...	445	543	54	25	35	18	40	20	12627	...	1214	529	878
37	...	...	...	...	...	...	353	25	32	22	33	22	1407	...	186	571	871
37	...	...	1	...	...	168	40	22	14	14	26	19	1407	...	...	...	867
38	...	1	...	...	65	...	35	22	14	14	26	19	1407	...	...	...	...
38	640	1	...	...	955	150	30	25	30	25	30	25	...	894	...	480	...
38	...	...	2	...	200	2332	50	40	24	24	36	30	7623	...	682	609	3085
38	...	1	...	...	1304	499	50	25	25	13	35	19	3000	...	297	599	2607
39	...	1	...	...	4800	1141	67	35	25	25	46	28	26140	...	4067	598	4105
39	408	4	6	...	17677	...	160	50	25	25	99	35	78180	34456	6077	180600	72491
39	420	5	...	16	...	...	...	...	...	...	...	...	1033	...	103	638	1184
40	...	2	...	9	...	692	35	21	25	12	27	15	1033	...	523	661	...
40	...	5	...	...	1421	2040	40	23	22	16	31	22	5235	1000	...	2620	...
40	...	2	...	5	600	542	40	33	25	35	35	25	21540	...	1069	359	261
40	...	...	5	...	...	318	25	14	18	7	22	10	1051	...	105	513	137
41	...	...	2	...	...	...	98	20	20	14	20	16	8318	...	249	504	166
41	...	...	6	1	...	...	...	...	...	...	...	...	1122	...	80	469	507
41	...	...	5	...	...	322	32	20	16	10	26	12	1229	...	123	513	657
41	...	2	...	4	...	184	34	20	17	14	31	17	2533	...	296	457	482
41	...	4	...	...	510	397	35	34	22	16	29	25	2533	...	15	247	745
41	...	...	...	...	...	...	40	30	25	20	29	25	204	...	264	593	555
41	...	1	...	...	500	...	30	16	20	8	25	12	2290	...	125	638	1826
41	...	...	...	...	333	423	33	20	16	7	26	14	1259	...	347	639	1617
42	...	5	...	2	140	340	35	25	20	10	25	16	3621	...	120	665	668
42	...	...	...	...	95	...	20	18	20	12	27	15	1200	...	73	301	437
42	...	2	...	...	...	...	26	20	25	20	27	20	727	...	...	...	...
42	...	...	5	...	...	525	...	...	...	...	...	...	...	...	...	...	...
Total	2888	56	112	73	30230	12851	160	50	12	7	304	184	207764	36885	19016	83690	95409

NAME OR NO. OF TOWN.

NAME OR NO. OF TOWN.																				
Town.	Range.	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	A	
		Amount received for school land sold.	Amount received from any source not herein specified.	Total amount received for all school purposes	Whole amount paid for teachers wages.	Whole amount paid for school house sites and grounds.	Whole amount paid for repairs and improvements.	Whole amount paid as rent for school houses or rooms.	Amount actually paid for building new school houses.	Amount paid for purchase of school houses.	Amount paid for school furniture.	Amount paid for school apparatus.	Amount paid for school libraries.	Amount paid as compensation to township officers and others.	Amount paid on outstanding district debts.	Amount paid for fuel and other incidental expenses.	Amount paid for all other debts legally contracted by the directors, not above specified.	Total amount expended for all school purposes.	Average daily attendance in the county.	
35	13	.....	.....	1473	1007	.....	10	.....	.....	.....	96	.....	.....	159	.....	38	.....	1398	15
35	14	.....	.....	1720	1212	.....	14	.....	.....	.....	13	42	.....	36	.....	102	.....	1418	19
35	15	.....	.....	.....	129	.....	.....	.....	.....	.....	.....	.....	.....	24	.....	4	.....	148	20
36	12	.....	.....	1294	825	.....	156	.....	.....	44	9	.....	.....	25	16	60	.....	1143	16
36	13	.....	.....	1240	1061	.....	75	.....	.....	2	3	54	.....	47	.....	.....	290	1442	184
36	14	.....	.....	1082	909	.....	42	.....	.....	.....	.....	5	.....	40	42	65	.....	1004	294
36	15	.....	.....	1189	205	.....	107	.....	.....	.....	.....	.....	.....	5	.....	24	.....	419	1
37	11	.....	.....	1110	1080	.....	15	.....	.....	.....	.....	.....	.....	28	.....	.....	15	1138	32
37	12	.....	.....	1478	1065	.....	15	.....	.....	.....	.....	.....	.....	56	.....	.....	35	1156	17
37	13	.....	.....	1072	943	.....	12	.....	.....	.....	.....	50	.....	51	286	75	.....	1417	19
37	14	.....	.....	215	987	.....	144	.....	.....	.....	74	65	.....	74	.....	295	36	1672	33
37	15	.....	.....	486	400	.....	9	.....	.....	.....	4	.....	.....	42	.....	31	.....	486	16
38	12	.....	.....	1677	1342	.....	22	.....	.....	.....	100	.....	.....	41	125	35	.....	1623	19
38	13	.....	.....	480	224	100	448	.....	.....	.....	.....	.....	.....	10	10	30	.....	471	14
38	14	30	.....	4406	2777	.....	.....	.....	1554	.....	50	26	.....	61	350	388	.....	4029	16
39	12	.....	.....	3503	1025	.....	27	.....	.....	.....	.....	.....	.....	77	.....	.....	35	3133	15
39	13	.....	.....	1000	9770	4335	.....	.....	.....	.....	.....	.....	.....	1634	4251	513	527	11960	26
39	14	.....	.....	13226	112551	75176	7347	1350	20304	.....	813	75	.....	.....	7490	7490	.....	112553	496
40	12	.....	.....	1875	1552	22	102	.....	.....	.....	.....	.....	.....	38	184	78	16	1803	154
40	13	.....	.....	200	400	2038	168	3	598	.....	200	260	.....	106	187	173	.....	4142	20
40	14	.....	.....	1707	1658	.....	220	40	.....	.....	87	.....	11	118	330	184	6	2654	28
41	9	.....	.....	1555	639	.....	75	.....	.....	.....	.....	.....	.....	30	.....	84	.....	836	16
41	10	.....	.....	919	723	.....	48	.....	.....	.....	.....	.....	.....	53	.....	55	.....	887	12
41	11	.....	.....	1096	620	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1772	15
41	12	.....	.....	1293	614	.....	57	.....	536	.....	.....	36	.....	26	.....	48	.....	1333	20
41	13	.....	.....	1255	904	.....	239	.....	.....	.....	.....	166	.....	37	.....	80	.....	1576	204
41	14	.....	.....	1007	735	.....	.....	.....	510	.....	.....	.....	.....	40	510	185	.....	1985	71
42	9	.....	.....	1712	996	.....	100	.....	155	.....	.....	.....	.....	17	463	150	50	1756	15
42	10	.....	.....	9089	1226	.....	180	.....	.....	.....	82	106	.....	48	29	120	3	1940	234
42	11	.....	.....	2663	1410	.....	390	.....	.....	.....	18	161	.....	53	530	110	3	2698	29
42	12	.....	.....	1453	1186	.....	43	.....	.....	.....	42	42	.....	40	.....	.....	15	1508	22
42	13	.....	.....	.....	511	672	.....	.....	.....	.....	19	.....	.....	28	.....	70	17	806	11
Total	30	16637	167382	109593	290	10372	1303	23357	46	1540	1330	11	3010	7423	10903	350	17054	354



